

FUNCTIONAL ASSESSMENT FREQUENCY CHART

(This chart cannot be given to a teacher without detailed directions! The first column breaks the school day into sections. These may be classroom activities, such as daily oral language or reading. If the student is in middle or high school each row can be a period in the school day. The columns represent school days. Usually, when a teacher records data for two or three days this is enough to show a pattern. The teacher records the number of times that the target behavior occurred during each period of time for each of the dates. Teachers can mark at the end of periods of time, some use a counter or a piece of tape on their wrist.)

THE FIRST COLUMN LISTS THE ACTIVITIES IN A NORMAL DAY. THE SECOND ROW SHOWS THE DATES OF DATA COLLECTION. THE TARGET BEHAVIOR IS DEFINED BELOW. RECORD THE NUMBER OF TIMES THE PROBLEM BEHAVIOR OCCURRED DURING EACH OF THE ACTIVITIES LISTED IN THE FIRST COLUMN IN THE COLUMN UNDER THE DAY BEING RECORDED.

STUDENT NAME _____ **TEACHER** _____ **DATE** _____

Problem Behavior:

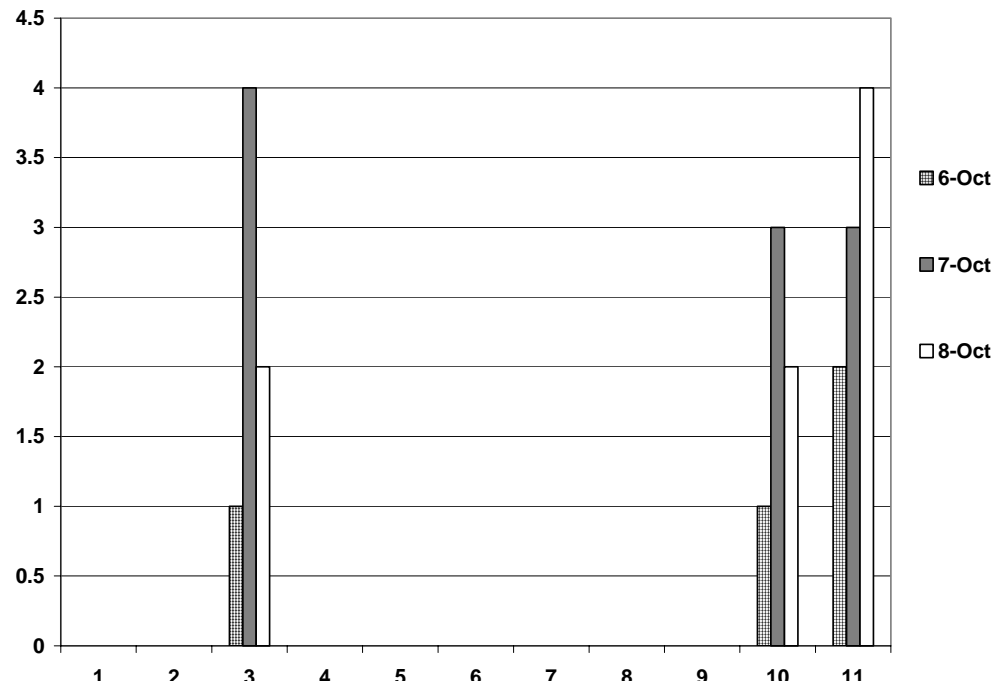
CLASSROOM SCHEDULE	DATES								
Activities									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

COMPLETED EXAMPLE

STUDENT NAME John Doe TEACHER Miss Smith DATE October **6-8, 2003**
PROBLEM BEHAVIOR: **John disrupts class by calling out a comment or answer without raising his hand.**

CLASSROOM SCHEDULE				
Activities		10/6/03	10/7/03	10/8/03
1.	Opening	0	0	0
2.	Daily Oral Language	0	0	0
3.	Reading	1	0	2
4.	Recess	0	0	0
5.	Music/Art	0	0	0
6.	Math	0	0	0
7.	Lunch	0	0	0
8.	Group story time	0	0	0
9.	Media Center/PE	0	0	0
10.	Social studies	1	3	2
11.	Science	2	1	3

John Doe's Behavior Graph



The data from the chart enables the practitioner to create a graph showing the times of the day and frequency of the problem behavior. If a practitioner asks a teacher to record data on a frequency chart it is important that they see the graph and know that the data they worked hard to produce is being used. In this case John Doe's problem behavior does occur in a pattern. Teachers are often surprised when they see the graph because they didn't realize that there was a pattern! John Doe disrupts class by talking without raising his hand during activities that lack physical engagement. Further observations and/or a functional analysis in the natural setting would help reveal the function of the behavior